



"Opening doors to the future"

CYNGOR BWRDEISTREF SIROL MERTHYR TUDFUL

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

GREENFIELD SCHOOL POLICY

Positive Behaviour Support Policy

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'Opening Doors To The Future' 'Agor Drysau I'r Dyfodol'

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'Opening doors to the future'.

Our Mission Statement

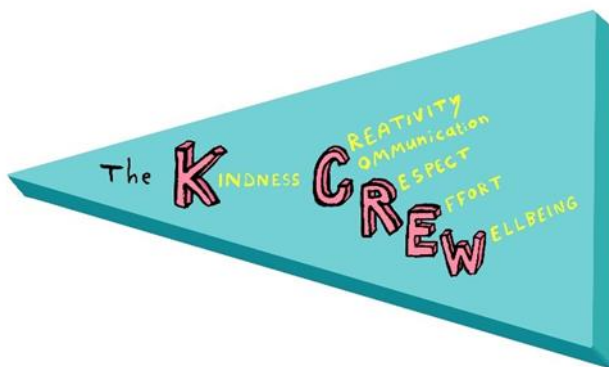
In Greenfield we aim to create a strong sense of belonging within our pupils that extends to our families and local community. We will share in each other's successes and support each other in our aspirations to achieve. Together we will nurture confident, happy and independent pupils who show positive Greenfield values as they continue their journeys into the future.

Aims

- To develop pupils' communication skills
- To use technology to impact positively upon quality of life
- To develop pupils' independence and ability to communicate their choices
- To inspire a love for learning
- To provide a meaningful curriculum for all
- For pupils to value themselves and others
- To try new things and overcome challenges
- To foster a sense of belonging to a community
- For pupils to develop an increasing understanding of their role and responsibilities in life
- To respect the needs and rights of others as a member of our community





We Value

- Kindness
- Communication
- Creativity
- Respect
- Effort
- Well-being



Our vision and values have been the UN Convention on the Rights of the our guide, to create a safe and inspiring thrive, where children are respected and nurtured. Our vision and values also 'Four Purposes of Learning' which Curriculum for Wales. The Four Purposes are the shared vision and aspiration for every child and young person in Wales and support our pupils to become:

developed using Child (UNCRC) as place to learn and their talents Complement the underpin

<p>Ambitious Capable Learners</p> <p>Ambitious Anwen</p> 	<p>Healthy Confident Individuals</p> <p>Healthy Hedd</p> 	<p>Enterprising Creative Contributors</p> <p>Creative Cai</p> 	<p>Ethical Informed Citizens</p> <p>World Ready Wynn</p> 
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We want every child to be safe and happy in our school. We believe that the key is for us all to have self-respect, respect for others and respect for property.

This policy should be read in conjunction with the current guidance:-

Welsh Government's

Reducing Restrictive Practices Framework

Special Educational Needs Code of Practice

European Convention on Human Rights

United Nation Convention on the Rights of the Child

United Nations Convention on the Rights on Persons with Disabilities

Purpose:

The purpose of this policy is to ensure that Greenfield School:

- Focuses on both excellent education and quality of life;
- Keeps the young person at the centre of their planning;
- Creates a community where each individual is cared for and educated in an environment which positively promotes socially acceptable standards of behaviour;
- Delivers approaches and responses to behaviour that challenge are non-punitive, non-restrictive and socially enabling;
- Trains and supports the staff team to carry out their roles provide ethical, effective and skilled support for all and;
- Works within current legislative standards and adopts current best practice and evidenced based approaches at all times.

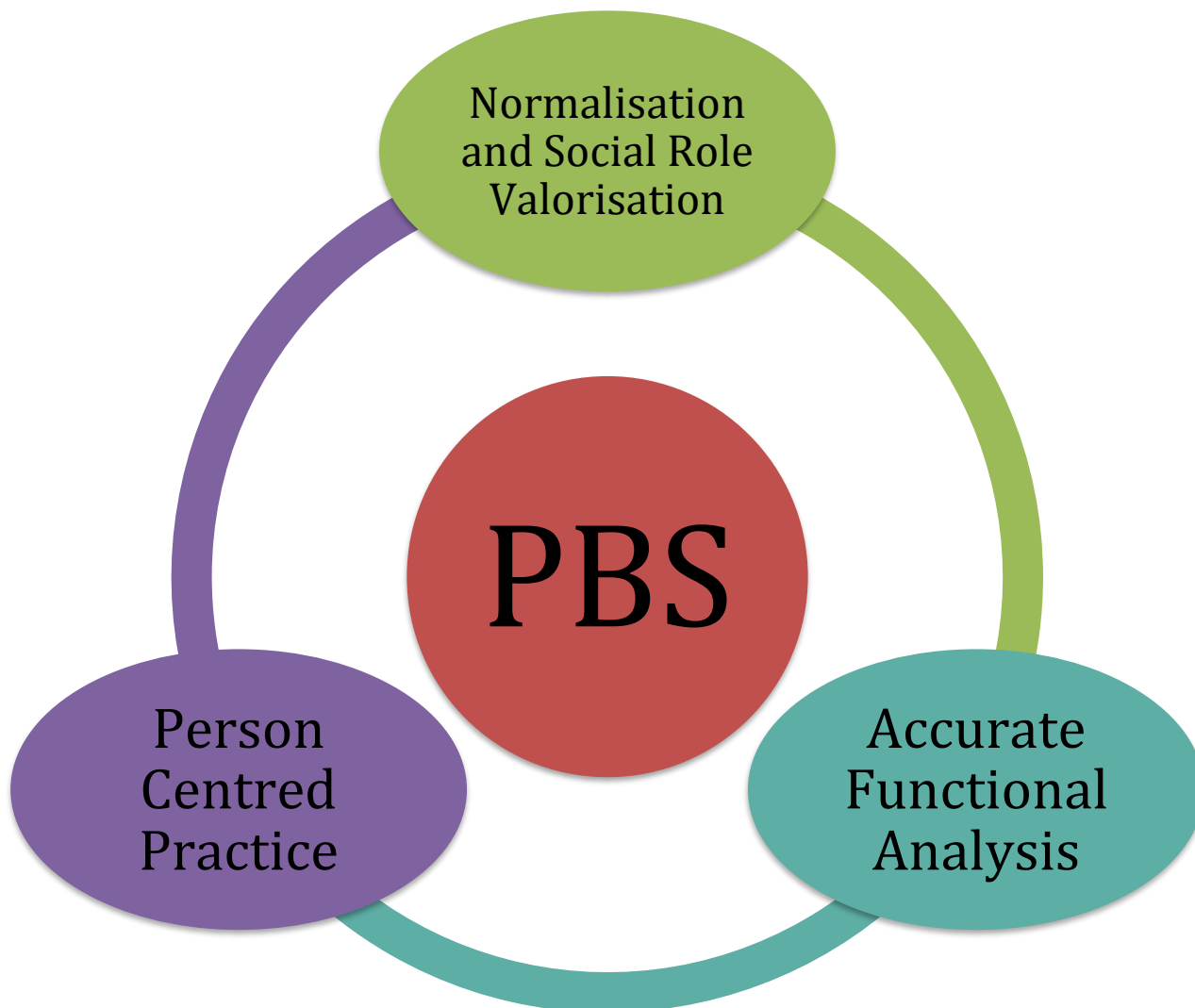
Policy Statement:

Greenfield School is committed to providing opportunities for every young person to thrive and develop through excellent quality education and focus on each individual's quality of life.

Individual quality of life is seen as an intervention and also an outcome. By focussing on quality of life no individual, whatever, or despite the level of challenge is stigmatised, marginalised or discriminated against because their behaviour causes a challenge to the service.

At Greenfield School, we strive to be a Person-Centred Organisation with Positive Behaviour Support at the heart of our work. Positive Behaviour Support (PBS) is a holistic approach which must incorporate all of these components to be truly effective:

The Holistic Approach to Positive Behaviour Support at Greenfield School



Positive Behaviour Support - PBS

PBS works towards the reduction of restrictive practices this involves adopting alternative preventative approaches. PBS has developed over the past 25 years and is an evidence based multi-component framework for supporting people who have behaviours that challenge, or who may be at risk of developing these. Its primary focus is to improve quality of life through an understanding of the reasons why an individual may use their behaviour to communicate and get their needs met; and then to use this understanding to build better support, to support positive outcomes, and to improve the services that individuals receive.

PBS is regarded as best practice. It has been defined and described in a variety of studies over the years, and can be summarised as having four main components (MacDonald et al, forthcoming):

1. PBS is focused on improving quality of life. The most important goal of PBS is to improve the quality of life; this is a non-contingent and non-negotiable commitment, regardless of diagnosis, setting or behaviour. The aim is to make life better for the individual so they have less need to use behaviours that challenge.
2. PBS is based on specific values. PBS is person centred and only uses interventions which respect the dignity of the individual and support the reduction of restrictive practices. There is a commitment to the co-production of PBS guidelines, taking account of the perspectives of the people whose plans they are and those involved in their care and families. Punishment approaches are never used in PBS.
3. PBS uses tools to understand what the individual's behaviour means. This includes the use of assessment tools to find out the meaning for the individual and PBS guidelines to ensure people's needs are understood and met in safer ways. Families are often a rich source of information in providing an understanding about the communication needs and meaning of their child's behaviour. PBS supports the use of a data based approach to practice and this is helpful in terms of restrictive practice reduction.
4. PBS is a system-wide approach. PBS is most effective and successful when it is implemented across a whole service or organisation, rather than just for an individual. It is also multi-component and will often involve adapting the individual's whole environment to meet their needs better as well as making sure they are able to develop new skills and have more opportunities. Active support is an important part of PBS as it enables individuals to have more engagement and choice in their daily lives.

Greenfield School has an expectation that each young person is a full and valued member of the community with the same rights as everyone else. It will ensure respect for their culture, ethnic origin, religion or gender, and seek to maintain and develop their self-esteem, confidence and give a sense of well-being by ensuring all young people:

- Have the means to communicate and are supported by staff who are effective communication partners;
- Are encouraged to make real and realistic choices and exert control over their own lives;
- Are listened to;
- Have even their smallest achievements recognised and celebrated;
- Are exposed to appropriately pitched expectations and effective behaviour modelling and;
- Are taught skills and compensation strategies which increase their ability to manage their own behaviour.

Normalisation and social Role Valorisation

Promotes valued social roles for individuals who are socially disadvantaged. To help individuals to get some of the good things in life. Thereby, to improve their quality of life and individual wellbeing.

Functional Analysis

Examining what causes and maintains behaviour, in order that we can teach the individual a functionally equivalent alternative way to get the things that they want and need.

Person Centred Practice

Person-Centred Practice is where the **person** is placed at the centre of the service and treated as a **person** first. The focus is on the **person** and what they can do, not their condition or disability. That **person**, is at the 'centre of the service', being involved in the making of all decisions about their life.

Definition

“Behaviour can be described as challenging when it is of such an intensity, frequency or duration as to threaten the quality of life and / physical safety of the individual or others and is likely to lead to responses that are restrictive, aversive or result in exclusion”

(Behaviours that present challenge: A unified approach; Royal College of Psychiatrists, British Psychological Society and Royal College of Speech therapists, College Report CR144, June 2007)

There are also wider issues relating to children and the definition can be extended to encompass:

“Behaviour which is likely to impair a child’s personal growth, development and family life and which represents a challenge to families and to the children themselves however caused.”

(Behaviours that present challenge: A unified approach; Royal College of Psychiatrists, British Psychological Society and Royal College of Speech therapists, College Report CR144, June 2007)

At Greenfield School, behaviours that present challenge is defined in terms of outcomes for young people and for those with whom they interact. It is behaviour which:

- Prevents the young person from participating in everyday educational and social activities;
- Has a detrimental effect on the learning and social environment of other young people within the school;
- Is considered inappropriate to the young person’s age and developmental level;
- Results in social isolation or exclusion;
- Restricts the development of independence and skills;
- Reinforces negative self-concepts and low self-esteem;
- Creates hazards which increase the risks within the environment;
- Places extreme demands on resources, drawing resources away from other young people.

Procedures:

Not all pupils who attend Greenfield School exhibit behaviours that challenge, however, where they do, Positive Behaviour Support will be an integral part of the young person’s overall plan. It will be integrated into their education planning and underpin all aspects of their school life.

Support will be tailored to individual's needs and based on multidisciplinary assessments taking into account each individual's cognitive levels and communication needs and including effective functional assessment. It will be based within a person centred approach which focuses on the individual's quality of life.

Although Greenfield School is designed around the needs of young people whose behaviour may challenge, and through that provides an environment that reduces the need for individuals to exhibit behaviour that challenges, it is recognised that for some young people there may be times when they find it difficult to cope with the demands that their lives are placing on them. At these times intervention may be necessary.

These responses or intervention strategies are progressive, increasing in level and nature commensurate with the level and nature of the behaviour.

Where an incident requires the use of physical move/hold as the first or "emergency" use of a physical intervention there will be a critical incident analysis which reviews the individual's risk assessment and positive behaviour support plan. The use of a physical move/hold should be reported to parents following an incident.

The risks associated with the behaviour are also taken into account when designing and prescribing the response. These risks and requisite control measures will be outlined within the individual's behavioural risk assessment.

The progressive nature of these interventions allows the staff team to have a variety of responses, which in turn allows the response to be individualised to the pupil and situation.

Examples of progressive responses include at the most basic level the kind of responses that are available in most schools such as verbal praise, class merits, weekly merits, written comments in home/school communication. There are also sanctions that can be taken such as verbal reprimand, changing seats, withdrawal from a particular activity, referral to a member of the senior management team, exclusion either fixed term or permanent.

These approaches will be effective in most cases, however where they are not effective it may be necessary to investigate the reasons and causes of the behaviour further. This could include Functional Analysis to ensure that the full reasons for the use of a particular behaviour are understood so that effective responses can be developed.

These responses will usually fall into three key areas which will be outlined within the individuals Positive Behaviour Support Plan and loosely fall into the three areas as follows:

Primary prevention

Secondary prevention

Reactive strategies

Primary prevention includes:

- Adapting the physical environment;
- Adapting the individual programme;
- Addressing communication needs and styles;
- Addressing internal setting events (mental & physical health);
- Meeting sensory needs;

- Eliminating specific targets for behaviour;
- Reducing demands;
- Increasing access to preferred reinforcers;
- Managing social contact and increasing opportunities;
- Modifying demands;
- Embedding skills;
- Teaching discrete and general skills;
- Teaching functionally equivalent skills;
- Teaching coping strategies; and,
- Improving staff confidence and competence.

Secondary prevention includes:

- Stimulus change;
- Stimulus removal;
- Sensory intervention;
- Prompt coping skills and alternative strategies;
- Not ignoring;
- Redirecting to reinforcing activities;
- Redirecting to compelling activities;
- Change of setting;
- Change of staff.

Reactive Strategies:

- Reactive strategies will be determined by both planned and dynamic risk assessment and should be considered in the following order:
- Change proximity;
- Protect self and others;
- Minimal physical intervention.

Positive Behaviour Support Plans that include restrictive practices will have a Restrictive Practice Reduction Plan outlined within them. This plan will set out the targets for reduction, recording and monitoring processes, and actions to take following the use of any intervention of this nature, these plans should always involve the individual, their parents and other key individuals.

Positive Behaviour Support Plans will always be agreed with parents/carers and shared with other relevant agencies.

Restrictive Practices:-

“The term restraint can apply to a number of different acts (for e.g: physical restraint; chemical restraint; mechanical restraint; seclusion; social restraint; psychological restraint and long-term segregation). Restraint does not necessarily require the use of force, it can also include acts of interference, for example moving someone’s walking frame out of reach.

All acts of restraint must be lawful, proportionate and the least restrictive option available.

The best way to avoid the need for restrictive practices, including restraint, is to work preventatively and meet needs before crisis arises. However, there may be rare occasions when it is unavoidable. It is never lawful to use restraint to humiliate, degrade or punish people.

The Welsh Government is clear that the focus of policy and practice should be on reduction of restrictive practices as part of person-centred planning. (See Consultation document: Reducing Restrictive Practices Framework.) Greenfield School is committed to reducing restrictive practices by implementing restrictive practice reduction plans and regularly reviewing the outcomes.

Restrictive Physical Intervention:-

“Force should be used as a protective measure and never as a disciplinary penalty”. (Education Act 1996 Section 548). All school staff members have a legal power to intervene to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst pupils.

The focus should be on preventing, as far as possible, the need for the use of physical intervention, by creating a calm, orderly and supportive school climate that lessens the risk and threat of violence of any kind. Physical intervention is only one aspect of the strategies available to staff when managing behaviour that challenges and should only be used as the last resort. Staff should be encouraged to ensure that pupils who present with behaviour that challenges are presented with opportunities to behave effectively through:

- Positive behaviour management programmes;
- Conflict resolution strategies; and
- Calming strategies.

The Welsh Assembly Government guidance “Framework for Restrictive Physical Intervention Policy and Practice” defines Restrictive Physical Intervention as:

“Direct physical contact between persons where reasonable force is applied against resistance, either to restrict movement or mobility or to disengage from harmful behaviour displayed by an individual”

The guidance suggests organisations have a threefold focus as follows:

- Preventing the necessity for physically restrictive intervention through the development of preventative strategies;

- Working with the individual towards reducing the level of response needed where a potential need for restrictive physical intervention is identified as part of the individual planning and service delivery process;
- Where situations requiring restrictive physical intervention are identified as unavoidable, ensuring that there is prior planning and training to achieve safer outcomes for all concerned.

Where possible the use of Restrictive Physical Interventions will always be part of a multi element planned approach. It is accepted that there may be situations that could not be reasonably predicted or planned for and these situations rely on staff using their professional judgement and decision making alongside dynamic risk assessment skills to ensure that any intervention is the least restrictive and maintained for the shortest possible time to reach the desired outcome.

Restrictive Physical Interventions must never be used as punishment, but only ever as a way of keeping individuals safe.

The guidance “Safe and effective intervention – use of reasonable force and searching for weapons.” Suggests the following judgements that should be considered when making the decision to use Restrictive Physical Interventions they are as follows:

- *The seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely to result if force is not used. The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified;*
- *The chances of achieving the desired result by other means. The lower the probability of achieving the desired result by other means, the more likely it is that using force may be justified; and,*
- *The relative risks associated with physical intervention compared with using other strategies. The smaller the risks associated with physical intervention compared with other strategies, the more likely it is that using force may be justified.*

“Force should be used as a protective measure and never as a disciplinary penalty”.

(Education Act 1996 Section 548)

Physical interventions are only to be used:

- In the best interests of the child;
- For the shortest period of time;
- Using the minimal reasonable force;
- Where they do not cause pain;
- With respect to the child’s personal dignity;
- With respect to age, gender and cultural background;
- With consistency of approach from staff;
- Where staff support each other in managing crisis situations;
- When they are based on gradient support;

- When other strategies have failed, i.e. when other less intrusive methods have failed.

Physical interventions should not:

- Cause injury;
- Punish;
- Cause pain;
- Create distrust and undermine personal relationships;
- Become routine;
- Force compliance;
- Be used in anger;
- Humiliate a child;
- Deprive;
- Frighten;
- Cause cultural offence;
- Arouse sexual expectation;
- Take the child's body out of natural alignment;
- Hold joints;
- Restrict breathing or impact upon the pupil's airways.

Examples of situations where a judgement about the use of force may be necessary:

- A pupil attacks a member of staff, or another pupil;
- Pupils are fighting, causing risk of injury to themselves or others;
- A pupil is committing, or on the verge of committing, deliberate and serious damage to property;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- A pupil absconds from a class or tries to leave school other than at an authorised time;

A refusal of a pupil to remain in a particular place is not enough on its own to justify use of force. It would be justifiable when allowing a pupil to leave would:

- Entail serious risks to the pupil's safety (taking into account age and understanding), to the safety of other pupils or staff, or of damage to property; or lead to behaviour that prejudices good order and discipline, such as disrupting other classes;
- A pupil persistently refuses to follow an instruction to leave a classroom;

- A pupil is behaving in a way that seriously disrupts a lesson; or a pupil is behaving in a way that seriously disrupts a school sporting event or school visit.

In these examples use of force would be reasonable (and therefore lawful) if it was clear that the behaviour was sufficiently dangerous or disruptive to warrant physical intervention of the degree applied and could not realistically be dealt with by any other means. A record of the incident should be made as soon as practically possible, while the incident is still easy to recall.

Wherever possible, these judgements should take account of the particular characteristics of the pupil, including his or her age, understanding any ALN or disability that he or she may have. This would include the outcomes of any risk assessment and, as appropriate, any specific strategies and techniques set out in the pupil's Positive Behaviour Support Plan.

Post Incident support

Serious incidents, or behaviours that challenge, can be upsetting to all concerned and may result in injuries to the pupil and/or staff. It is important to ensure that staff and pupils are given emotional support. The school can arrange professional support for pupils and staff whenever necessary. Immediate action should be taken to provide first aid for all injuries and to access medical help for any injuries that go beyond first aid.

Support for pupils can include:-

- ELSA
- Relationship Based Play
- Thera play
- Exchange Counselling
- CLA Interventions

Support for staff can include:-

- Occupational Health
- Circle Solutions/Working; Not Working
- Team Meetings
- Senior Management Support

Recording and Reporting:

The expectation of staff at Greenfield School is to report and record incidents of behaviours that challenge using Class Charts. Class Charts allows staff to efficiently track and monitor behaviours within their classrooms.

Examples of behaviours that challenge leading to the completion of a report include:

- A pupil and/or a member of staff has been injured, or potentially injured, as a result of an incident linked to behaviours that present challenge.
- A pupil has exhibited a behaviours that present challenge with significant and potentially harmful damage to the physical environment.
- A physical intervention has been used.
- An incident of behaviours that present challenge and or use of physical intervention has occurred in public.

- A pupil has made an allegation against a pupil/member of staff.
- A pupil has demonstrated threatening behaviour that significantly challenges or intimidates other pupils/staff.

Staff are required to outline the incident, detailing exactly what happened before the incident; what happened during the incident and what happened immediately after the incident. It must also record any physical intervention used. All staff involved must be named.

The incident reports are closely monitored by the Senior Leadership Team and PBS leads. If the frequency of a pupil's behaviour continues to escalate, a PBS lead may be directed to support the class team further.

Critical Incident Review:-

Critical Incidents are vital to ensure that Greenfield School and its staff are accountable for their actions. Critical Incidents ensure that accurate statements are made in a timely fashion so that concerns raised at a later date have been recorded accurately. Critical Incidents should be used to reflect and amend practice where it is deemed appropriate and/or to offer further training and support. A critical incident could be triggered by: the use of an unplanned physical intervention; an allegation made against a member of staff or pupil or during an incident which has required Police involvement.

Monitoring and Review:-

The purpose of recording is: to ensure policy guidelines are followed; to inform parents; to inform future planning as part of school improvement processes; to prevent misunderstanding or misinterpretation of the incident and to provide a record for any future enquiry. The Senior Leadership Team are notified when incidents of behaviour have been submitted and each incident will be reviewed by the relevant Senior Leader of that department. The PBS Leads will analyse the behaviour data across the school each term and produce an overview report. The class team are also expected to review and analyse the data for the pupils in their class to reflect on current practices and adopt a more person-centred approach.

Complaints and Allegations:-

Parents and pupils have a right to complain about actions taken by school staff and this might include the use of physical intervention. Both the school and Local Authority have specific complaint policy and procedures and in the event of an incident where parents feel a complaint is necessary, these channels should be pursued.

Key Points:

Greenfield School is committed to:

- Environmental manipulation, early intervention, prevention and positive approaches to understanding behaviours that present challenge, and an investment in appropriate training and resources to support the often intensive work required.
- A focus on early intervention, prevention and developing adaptive behaviours to access reinforcers, rather than on reactive strategies in response to maladaptive behaviour when it occurs.
- Recognising that behaviours that present challenge does not occur within a vacuum i.e. it occurs within the environment, not within the individual pupil and that the behaviour is reasonable from the individual's perspective.
- Creating supportive environments and implementing individual multi-component Positive Behaviour Support Plans which aim to avoid the need for the child to exhibit the "problem" behaviour in the first place. This equips the child with the skills and personal resources to meet their needs and to cope with the demands of daily life.
- Recognising that needs vary from child to child. The support plans implemented by the school are individual to each child to ensure their particular needs are met. Critically these plans include the personal and environmental setting conditions which make the child more or less likely to engage in their problem, or behaviours that present challenges.
- Creating an awareness of each child's personal setting conditions enables the school to effectively plan the relevant and most appropriate environmental conditions. For example, we would need to be aware that a child becomes agitated or anxious during transitions, or when there is a change in routine. Then support can be implemented to decrease the child's anxiety at these times i.e. "smoothing the fit" between the child and their environment to prevent the behaviours that present challenge being exhibited. Incidents of behaviours that present challenge can be avoided by the effective implementation of support plans individually designed to avoid or modify the specific events or conditions which 'trigger' such behaviour for the child.
- Ensuring it is clear that when a child's needs and the support available to them are 'badly matched' then difficulties arise often because they do not feel safe. At best the child may be bored, or frustrated, and at worst, could become excitable, agitated, distressed, aggressive and destructive.
- The belief that behaviours that challenge can be reduced and often prevented by careful management of the environment and the consideration and understanding of each child's personal setting conditions. The more positive interactions and opportunities that we are able to provide to meet the needs of the child, the less likely it will then be that the behaviours that present challenge will occur.

Greenfield School further believes:-

The term 'behaviour that challenges' should be reserved for behaviours which are dangerous or significantly interfere with the pupils' or carers' lifestyles.

Behaviours that challenge are more common where there are communication difficulties.

It often serves one or more functions (i.e. escape, to gain tangibles, to gain attention or for sensory feedback), helping the pupil to control some aspects of their environment more successfully.

Behaviour that challenges is often accompanied by care/staff distress and reactions which may actively maintain and reinforce the behaviour over time.

Models for understanding behaviour that challenges can be used to assess (i.e. functional analysis) and to plan effective and positive intervention programmes to reduce the frequency and duration of the problem behaviour.

Interventions are more effective if they are based on the assessment of the functions of the behaviour, and instigate effective changes to the support given and within the immediate environment of the pupil.

There should be a commitment to early intervention, prevention and positive approaches to understanding behaviours that present challenge, and an investment in appropriate training and resources to support the often intensive work required.

There should be a focus on early intervention, prevention and developing adaptive alternative behaviours to access reinforcers, rather than on reactive strategies in response to maladaptive behaviour when it occurs.

There should be recognition behaviour that challenges does not occur within a vacuum i.e. it occurs within the environment, not within the individual pupil and that the behaviour is reasonable from the individual's perspective.

Notwithstanding the ethical dilemma of using punishment as a consequence, if that punishment involves the use of force then it is unlawful. This is because it would fall within the definition of corporal punishment, abolished by section 548 of the Education Act 1996.

The practice of using punishment for a pupil who is essentially attempting to communicate a message or access legitimate reinforcement e.g. to escape a situation or have interaction from staff, is ethically non-viable. Non-aversive approaches should be applied to teach/develop more adaptive or appropriate means of communication to achieve the same reinforcement. If the function of the behaviour is understood by staff (however severe the problem) it will be more effective for staff to implement strategies to help the pupil self-manage or change their own behaviour.

Because of the comprehension difficulties associated with individuals who have autism and communication difficulties punishment is generally not ethically viable. All pupils whose behaviour is having such an impact on their ability to engage with their school work should have a full functional analysis completed. This in turn will lead to an individual Positive Behaviour Support Plan outlining the interventions including positive programming, developing alternative communication systems, manipulating the environment to support the pupil and other non-aversive procedures in place.

Positive Behaviour Support and The Pyramid Approach

To further support our learners who have severe communication difficulties, we have adopted the pyramid approach within several of our classrooms.

The Pyramid Approach to Education is a type of teaching method that Greenfield uses to establish learning environments that are effective for all our pupils. The Pyramid Approach was created by Phd Andy Bondy and is based on the principles of Applied Behaviour Analysis.

The Pyramid approach helps to create learning environments that are based on functional activities, powerful reinforcement systems, communication and social skills and addressing contextually inappropriate behaviours. This helps to establish routines and provides pupils with exciting functional activities that engage them whilst teaching them appropriate behaviour.

At Greenfield school, we are supported by Pyramid Education Consultants who are part of PECS UK. We have two certified pyramid classrooms: one in the Primary Department and another in the Secondary Department. We also have several other classes within Greenfield School who follow the pyramid approach. They are supported by our Pyramid Lead Practitioners to ensure that the classroom environments are effective for all the pupils who experience learning and communication difficulties.

Positive Behaviour Support and Applied Behaviour Analysis

Applied Behaviour Analysis (ABA) applies to interventions based upon the principles of behaviour analysis to improve socially significant behaviours to a meaningful degree, and to demonstrate that the changes in behaviour are a result of the interventions employed. Data is collected and graphed in order to make evidence based decisions by studying the data which is reviewed on a regular basis to guide these decisions and to select the best course of action for each child.

The interventions that are employed are those that focus on positive behaviour changes, teaching children functional skills in order to live fulfilling lives and as independently as possible. ABA focuses on the individual and interventions are tailored to suit the needs of the individual.

Behaviour Support:-

In addition to the Pyramid classrooms and developing functionally appropriate skills with our learners, class teams are able to access support from PBS leads within the school. The PBS leads meet with class teams to oversee pupil needs across the class. The leads will support the class team with planning interventions and strategies, and with producing Quick Support and Positive Behaviour Support Plans.

Training and Professional Development at Greenfield:-

At Greenfield School our Positive Behaviour Support Programme has historically been run with the support and guidance of J. Hull under his BILD accredited company PROSPECT and RPI Training UK Ltd. Greenfield School has a member of staff certified to train under this company. The school will continue to work alongside J. Hull as a behaviour consultant, and are now certified under the Local Authority by BILD ACT certification for the training programme.

Under the certification, the school will have two Principle Trainers –Vicky Jefferson and Laura Moore and eight In-service Trainers. The trainers deliver training to Greenfield School and to other settings within Merthyr Tydfil County Borough Council. This forms part of our Outreach Service.

The structure within Greenfield School is as follows:

Principle Trainers (Vicky Jefferson and Laura Moore)

In-service Trainers (Lewis James, Jane Stone, Stephanie Murphy), plus three trainers from the LA

PBS Practitioners (School staff who have completed the training)

The PBS trainers train staff in preventative strategies, including:

- Challenging Beliefs
- Social Role Valorisation
- Functionally Equivalent Skills
- Person Centred Practices

Staff are also trained in reactive strategies, including:

- Reducing restrictive practices
- Physical Interventions which include: 1 Person Redirection and 2 Person Redirection

When deemed necessary, some staff may receive further training in the use of:

- 1 Person Move/Hold
- 2 Person Move/Hold

Conclusion:-

In conclusion, the school believes that the use of restrictive physical interventions should be minimised by the development of a supportive and functional environment, where individuals are able to develop the skills necessary to control their own behaviours and consequently take control of their lives. This is in line with the philosophies and beliefs of the Restraint Reduction Network, where the emphasis is placed upon skill building which enables individuals to interact appropriately with their environment and those within it. It is based on the premise that individuals who exhibit behaviours that challenge are interacting with their environment in a way that reinforces the behaviours that they exhibit. This places a responsibility on the staff team to understand those factors within the environment that are supporting and maintaining the behaviour that is considered challenging. This may include examining both their environment and also their own behaviour. This approach moves away from the idea that the reason for the behaviour is based within the child themselves, and shares the responsibility with the environment and those within it.

One Page Profile; One Page Profile Plus; Quick Behaviour Support Plan (Appendix 1):-

A Quick Behaviour Support Plan must be put in place if behaviour is of a nature where an incident form needs completing.



My One Page profile

Name:

Year Group:



What people appreciate about me



My One Page Profile Plus

Name:

Year Group:

Class Teacher:

What is important to me

What makes me unsettled?

I show you I am unsettled by...

How to support me

When I'm unsettled, do this...

When I'm unsettled, don't do this...



Name:

Year Group:

Class Teacher:

Quick Support Plan

Primary Interventions Day to day practice	Secondary Interventions What to do during the build up	Tertiary Interventions What to do during the behaviour		Recovery Interventions What to do to recover and rebuild relationships
		Non-Restrictive Practices	Restrictive Practices	



Reactive Flowchart

Name:

Year Group:

Class Teacher:

Name Behaviour Here

Name Behaviour Here

Name Behaviour Here

Step 1:

Describe the step here.

Step 1:

Describe the step here.

Step 1:

Describe the step here.

Step 2:

Describe the step here.

Step 2:

Describe the step here.

Step 2:

Describe the step here.

Step 3:

Describe the step here.

Step 3:

Describe the step here.

Step 3:

Describe the step here.

Step 4:

Describe the step here.

Step 4:

Describe the step here.

Step 4:

Describe the step here.

Step 5:

Describe the step here.

Step 5:

Describe the step here.

Step 5:

Describe the step here.

Positive Behaviour Support Plan (Appendix 2)



Positive Behaviour Support

Name:

Year Group:

Class Teacher:

Date of Plan:

Scheduled Date to Review Plan:

Intervention Strategies

Outcome 1:

Behaviour (s) displayed	Location/environment (Where the behaviours are most often displayed?)	Common Triggers (What events are likely to trigger the behaviour?)	Perceived function of the behaviour (What do you think the learner is trying to tell us?)	Planned Intervention (How will you teach the new skill?)	Success Criteria (How will you know when the skill has been achieved?)



Positive Behaviour Support

Restrictive Practice Reduction Plan

Behaviour (s) displayed	Control Measure(s) (What will you do to reduce the risk?)	Risk Level (What is the risk level following control measure(s) i.e. Low/medium/high?)	Restrictive Practice (Is the control measure a restrictive practice?)

If a control measure is a restrictive practice, complete this section

The restrictive practice is:

The restrictive practice is being used to:

Step 1 to reduce restrictive practice	Step 2 to reduce restrictive practice	Step 3 to reduce restrictive practice	Step 4 to reduce restrictive practice
When will this step be achieved?	When will this step be achieved?	When will this step be achieved?	When will this step be achieved?

Risk Assessment (Appendix 3):-

A Behavioural Risk Assessment must be completed when a Quick Behaviour support Plan is written.

Hull Consultants

BEHAVIOURAL RISK ASSESSMENT MATRIX

		Assessment No.	
Name of individual.			
Behaviour exhibited.			
Who is the risk to (self/other/environment).			
Behaviour Support Plan No.			

A) How likely is behaviour to occur?

	Description	Tick
Rare	This event may occur again but only in exceptional circumstances e.g. less than once per year.	
Unlikely	There is a slight chance of this event occurring again e.g. one to twelve times per year.	
Possible	It is quite possible that this event will occur again e.g. one or more sessions per month up to weekly.	
Likely	This event will occur again at some time e.g. one or more sessions per week up to daily.	
Almost certain	This event will occur again on a regular basis e.g. one or more sessions per day.	

B) What are the likely consequences 1).What is the risk level(potential)? 2). What is the residual risk (actual risk after control measure).

	Description	Tick (1.)	Tick (2.)
Negligible	No injury/ damage to persons or property, may impact on quality of life.		
Minor	Minor injury/ damage to persons or property, consequences can be managed internally. May significantly impact on quality of life.		
Moderate	Serious (or potential) injury or damage to persons or property, consequences may not be managed internally.		
High	Serious (or potential) injury or damage to persons or property, incident needs reporting to authorities and assessment of placement is needed.		
Very High	Death or immediate cessation of placement.		

RISK ANALYSIS MATRIX

Please underline potential risk (1.) and asterix residual risk (2.)

Likelihood	Consequence				
	Negligible	Minor	Moderate	High	Very High
Rare					
Unlikely					
Possible					
Likely					
Almost certain					

Key (enter score)

1.	2.	Risk score	Action
		12-25	High risks. Emergency guidelines must be written to reduce risk to acceptable level. Senior Management Team to assess viability of placement.
		5-10	Medium risks. Review and amend existing control measures to determine effectiveness.
		1-4	Low risks. Ensure behaviour support plan is in place.

What are your control measures?

Is your control measure a restrictive practice? Yes / No

(If the control measure is a restrictive practice, you must complete a Restrictive Practice Reduction Plan.)

Critical Incident Review (Appendix 4):-

Should an incident be of a serious nature or an allegation of physical abuse be made then a Critical Incident Review will be completed by everyone involved. A member of the SMT will carry out the review and interview all staff using the agreed proforma.

Ysgol Greenfield School

Critical Incident Review



Date:

Time:

Location:

Date of Event:

Time:

Person Involved:

Location:

Present:

Feedback Narrative of Incident (Individual staff member's account of the incident in their own words);

How did the Individual's behaviour appear before the anxiety levels began increasing?

What factors do you think contributed to the level of anxiety?

Do you think these factors could have been prevented to reduce the chance of it leading to an event?

Comments or statements of others involved (Person to give a reflection on the other staff members action).

Why do you feel the response that was used was needed?

Were there any actions that could have been used to prevent this?

Are there any lessons to be learned for the wider team?

What could be done to prevent this situation arising again?

Recommendations and action points:

Signed: _____

Date: _____